

*New Hampshire Department of Education
Bureau of Special Education
Special Education Program Approval and Improvement Process*

Newfound Area School District

Focused Monitoring

Summary Report—2010-2011

May 31st, 2011



QuickTime™ and a
TIFF (Uncompressed) decompressor
are needed to see this picture.

The mission of the Newfound Area School District, in partnership with the community, is to provide a student-centered program that recognizes the individual abilities, needs, interests and goals of each student.

Students succeed, communities prosper, the world benefits.

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2. Introduction

Newfound Area School District (NASD) is located in the Lakes Region of New Hampshire, a recreational and resort area in the central part of the state. The school district is comprised of seven towns: Alexandria, Bridgewater, Bristol, Danbury, Groton, Hebron, and New Hampton.

The seven communities combined have seen a consistent growth in population from 7725 in 1990 to 10,070 in 2007. Residents work in various industries in and outside the Lakes Region. Predominant types of employment include recreation, manufacturing, education, and the restaurant and small services industries. Of the six schools in the district, four are identified as Title I schools.

In the late spring of 2010, Newfound Area School District was selected to participate in the Focused Monitoring process for the 2010-2011 school year. The mission of the Special Education Program Approval Process is to support the advancement of educational results for all learners. This aim is integral to the Focused Monitoring Process in select New Hampshire School Districts, where a strategic and collaborative process is developed to address the achievement gap between students with disabilities and their non-disabled peers. To meaningfully address this disparity, a systems perspective is essential to best create strategies that represent gains for all students, including those with unique learning abilities and challenges. Accordingly, the Focused Monitoring Process is designed to incorporate current school and school district improvement goals and strategies in this yearlong effort.

The New Hampshire Department of Education has elected to address the achievement gap as the ‘key performance indicator’ for meeting the statutory requirements in the No Child Left Behind (NCLB) legislation.

Essential Question

The essential question addressed by the Focused Monitoring process is as follows:

What are the contributing factors to the achievement gap between students with disabilities and their non-disabled peers, and how may this gap be narrowed?

Date of Report

May 31, 2011

Statutory Authority for New Hampshire Department of Education Monitoring

The Individuals with Disabilities Education Act (IDEA) provides federal funds to assist states in educating children with disabilities and requires each participating state to ensure that school districts and other publicly funded educational agencies in the state comply with the requirements of the IDEA and its implementing regulations. New Hampshire state law requires local school districts to provide appropriate special education and related services and requires the State Board of Education (SBE) to establish, monitor and enforce regulations governing the Focused Monitoring process.

The summary report for the Focused Monitoring districts is intended to serve as a record of the work of the Achievement Team during the 2010-2011 school year, and more importantly will contain a limited number of well-defined goals that will help focus the District's work by setting a target for student achievement and addressing the factors that impact student achievement. The document is intended to be a synthesis of what the Achievement Team has accomplished that supports an improvement plan with clear goals, research-based interventions and action steps to achieve the goal of narrowing the achievement gap between students with and without disabilities. Monitoring visits and corrective actions focus on the specific processes related to the Key Performance Indicator that put districts on the "visit" list and are aimed at helping districts improve their performance on that indicator. A statewide group of stakeholders identified the key focus area for New Hampshire school districts.

Newfound Area School District Focused Monitoring Participants

Newfound Area School District completed the Focused Monitoring process through the collaboration and efforts of many people. Listed below are the individuals that served on the Leadership and Achievement Teams as well as the participants for the Individual Education Plan Review Process.

New Hampshire Department of Education Technical Assistants

Kathy Skoglund	Educational Consultant	Mary Anne Byrne	Educational Consultant
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Leadership Team Members

Dana Andrews	Principal, BHVS	Louis Lieto	School Board Member
Eric Chase	Principal, NMMS	Michael O'Malley	Principal, NRHS
Ken Darsney	Principal, BES	Marie Ross	Superintendent of Schools
Theo Denoncour	Special Education, BHVS	Judith Turk	Student Services Admin.
Mimi Freeman	Special Education, NMMS		

Achievement Team Members

Dana Andrews	Principal, BHVS	Ann Holloran	Principal, NHCS/DES
Eric Chase	Principal, NMMS	Kellie Jenkins	Guidance Counselor, BES
Wendi Cantwell	Parent /PTO Pres., NHCS	Valerie Kehoe	Literacy Specialist, BHVS
Barbara Cunningham	Special Education, NRHS	Colleen Lane	Special Education, DES
Ken Darsney	Principal, BES	Jennifer LaRochelle	Literacy, NMMS
Theo Denoncour	Special Education, BHVS	Jim LeBaron	School Redesign, NRHS
Doreen DiFabio	Special Ed. Coord., NRHS	Louis Lieto	School Board Member
Jerilyn Dolan	Special Education, NRHS	Michael O'Malley	Principal, NRHS
Shelley Doucette	Grade 3, BES	Jay Peringer	Grade 3, NHCS
Peter Dumont	Science, NRHS	Marie Ross	Superintendent of Schools
Mary Earick	PSU Prof./Commun. Partner	Jeannette Shedd	Grade 1, DES
Mimi Freeman	Special Education, NMMS	Nancy Stock	Grade 2, BHVS
Debra Guillotte	Preschool Coordinator	Judith Turk	Student Services Admin.
Paul Hoiris	Social Studies, NMMS		

IEP Review Team Members

NRHS	
Doreen Difabio	Special Education Coord.
Jerilyn Dolan	Special Education
Carolyn Mello	Special Education
Barbara Cunningham	English
Deb Backoff	Learning Center Coordinator

NMMS	
Norah Conkling	Special Education
Tom Donahue	Special Education
Jason Dudek	Read 180
Mimi Freeman	Special Education
Tara Hansen	Guidance
Paul Hoiriis	Social Studies
Scott Rodrigue	Special Education

SAU 4	
Judith Turk	Student Services Admin.

ELEMENTARY SCHOOLS	
Kim Alosa	Speech Path. BHVS/NHCS
Dana Andrews	Principal, BHVS
Samantha Austin	Special Education, NHCS
Lauren Cassidy	Speech Path. NMMS/BES
Holly Cook	Guidance Counselor, NHCS
Kenneth Darsney	Principal, BES
Theo Denoncour	Special Education, BHVS
Karen Downing	Grade 5, NHCS
Julaine Geldermann	Physical Therapist, BHVS
Deb Guillotte	Pre-school Coordinator
Ann Holloran	Principal, NHCS/DES
Cheryl Kimball	Special Education, BES
Linda Langendorfer	Occup. Therapist, BHVS
Sherry Maxner	Grade 3, BES
Lynn Moscone	Special Education, BES
Amy Smith	Grade 2, BHVS
Colleen Lane	Special Education, DES
Lisa Green-Barber	Speech Path., pre-K/DES
Cheri Blessing	Grade 4, DES

BES= Bristol Elementary School
 BHVS= Bridgewater Hebron Village School
 DES = Danbury Elementary School
 NHCS = New Hampton Community School
 NMMS = Newfound Memorial Middle School
 NRHS = Newfound Regional High School

3. Focused Monitoring Activities

In the spring of 2010, Newfound Area School District was selected to participate in the Focused Monitoring process for the 2010-2011 school year. From the initial meeting of the Leadership Team in August 2010, a culture of collaboration and commitment to improvement through data-driven dialogue was fostered district wide. In the fall of 2010, the Achievement Team set norms that would serve as a foundation for how this dialogue would be carried out.

Focused Monitoring is based on the following five-step process:

1. Get ready for inquiry (*July/September*)
2. Organize and analyze data (*October/November*)
3. Investigate factors impacting student achievement (*December/January*)
4. Determine effective practices and write a plan (*February/May*)
5. Implement, monitor and evaluate (*2011-2012*)

1. Get ready for inquiry

As a first step, the team assessed its readiness to undertake a systems change process and examined the District's decision-making process. We engaged in a "Data Dialogue" to analyze the readiness data. District-wide and school-level teams reviewed historical NECAP data for the district from 2005 to 2009 for grades 3–8 and grade 11, and engaged in an initiative-mapping exercise. We then determined what additional data would be needed from various constituents in order to answer the essential question: *What are the contributing factors to the achievement gap between students with disabilities and their non-disabled peers, and how may this gap be narrowed?*

	Newfound Area School District Percent Proficient on NECAP						
	MATHEMATICS				READING		
Year	Non-IEP	IEP	Gap		Non-IEP	IEP	Gap
2005	49 %	13 %	36		62 %	22 %	40
2006	46 %	6 %	40		62 %	26 %	36
2007	59 %	22 %	37		69 %	29 %	40
2008	69 %	26 %	43		78 %	40 %	38
2009	67%	27 %	40		81%	39 %	42

For more NECAP data see Appendix C

2. Organize and analyze data

In October and November, we focused on determining the nature of the achievement gap between students with disabilities and their non-disabled peers, by content area and level. The NASD master plan for professional development was reviewed and evaluated for its potential impact on student achievement (*see Appendix A*). Data from a readiness survey administered at

all levels of the District (*see below*) was then used to determine a preliminary list of district strengths and needs.

Strengths

- Curriculum is aligned with standards.
- The category *Positive School Climate Focused on Achievement* scored the strongest overall; school environments are driven by a clear plan for school safety and codes of conduct that are fairly, consistently and equitably enforced; physical environments are clean and orderly; and high expectations for all students are evident throughout the school environments.
- People strongly believe that principals ensure equitable, respectful and supportive environments that are focused on promoting high achievement standards for all students.
- Families are informed of opportunities that may help students who struggle in school.
- School improvement plans reflect the schools' vision and mission and have measurable goals.

Needs

- Vertical articulation and monitoring, evaluating and reviewing curriculum is needed.
- More people don't believe that common assessments are developed and used to monitor curriculum implementation.
- Technology needs:
 - Better utilization as a support for instruction
 - Data warehousing and teacher access to the data
 - Strategic and forward-looking planning for purchases
- Other stakeholders (parents, community members) are less involved in decision-making.
- The district is less able to make staff available to connect with parents/homes and community.
- The school improvement plans are less connected to teacher supervision and evaluation.

This list was then consolidated into the following four areas of priority:

- Teacher skills
- Time
- Student supports
- Access to curriculum

3. Investigate Factors Impacting Student Achievement

In November and December, the four priority areas above were taken into account as we discussed the list of root causes of underperformance from the SINI* plan of each school (*see below*) and identified the significant challenges and needs of the district.

* School in Need of Improvement

ROOT CAUSES

Bristol Elementary

- Lack of collaboration among SPED and teaching staff
- Lack of common language in literacy instruction
- Lack of connection between instruction and assessment

Danbury Elementary

- Understanding poverty; student needs
- Improving instruction

New Hampton

- SINI Math SPED
- Math vocabulary & language
- Students need additional practice and exposure
- Test taking strategies—rigor

Bridgewater Hebron Village School

- SINI Reading SPED
- Collaboration amongst teachers & interventionists
- Test-taking strategies and motivation
- Lack of differentiated instruction
- Lack of knowledge of reading intervention programs
- Need to identify areas of need among SPED students

Newfound Memorial Middle School

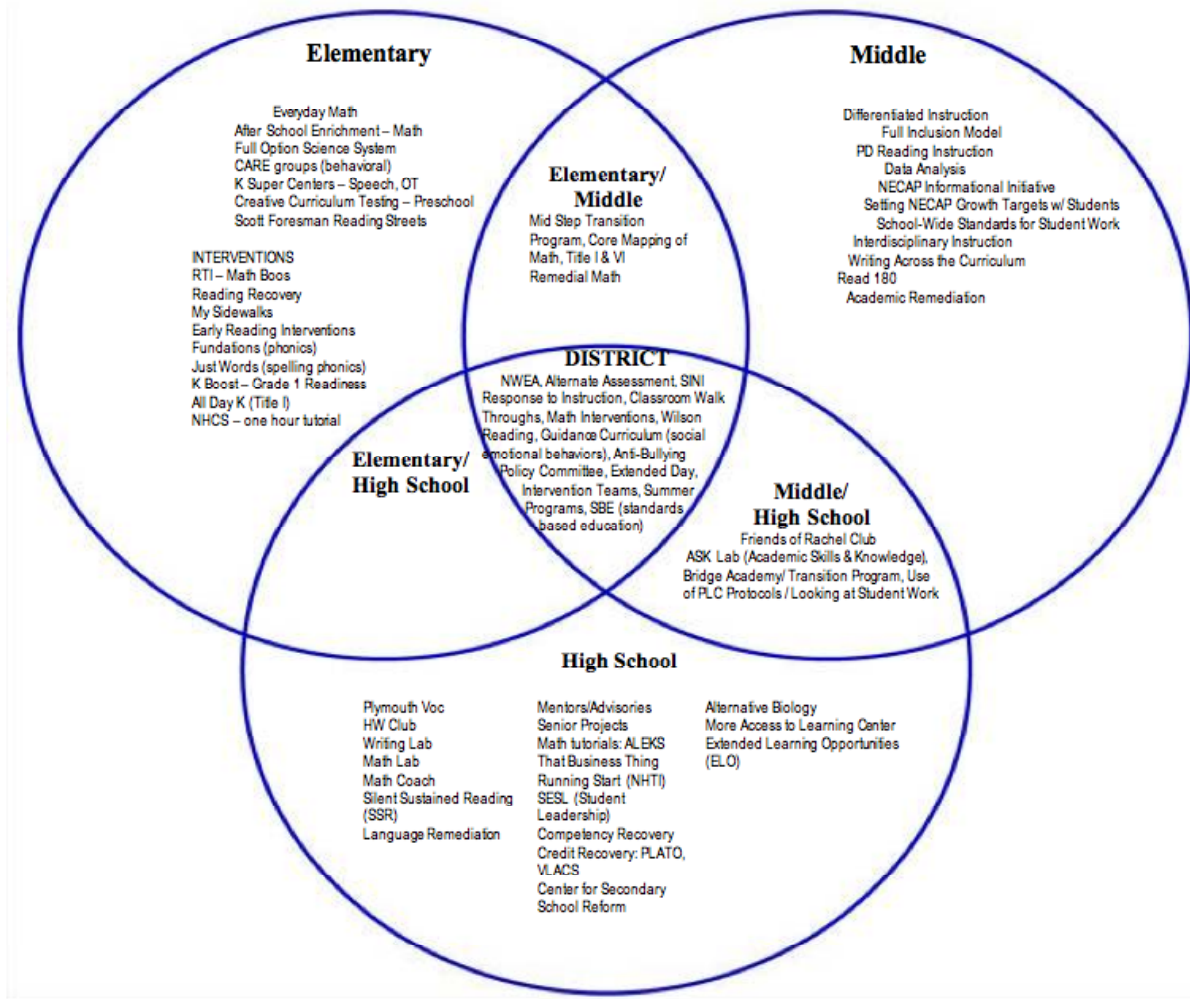
- Curriculum gaps
- Need to target students for intervention based on NECAP
- Students/staff fail to see the value of testing
- Lack of instruction in test-taking strategies

Newfound Regional High School

- SINI Math SPED
- Students not exposed to material on test
- Students not identified early enough
- Students and staff not taking test seriously

In an effort to seek answers to the essential question from a holistic system perspective, a Venn diagram was created (*see next page*) to look at individual and overlapping programs at each level, creating an avenue to an examination of curriculum, instruction and assessment issues that impact all students in both general and special education settings. The findings provided the foundation for our system improvement plan.

NEWFOUND AREA SCHOOL DISTRICT



4. Determine Effective Practices and Write a Plan

The team took the priority goals, developed hypotheses, and began forming the action plan that would address the root causes of the achievement gap. Keeping the core in mind, and shifting the priority focus to curriculum, instruction, and assessment, we determined effective practices to meet the needs of our targeted population. We included these practices (some of which went into immediate effect) as part of the action plan for each school.

The overarching goal and three major objectives of the Focused Monitoring action plan as enumerated below will provide a framework that supports and synthesizes the objectives of the diverse programs and initiatives of the district.

Goal

On the Fall 2011 reading and mathematics NECAP, the percentage of non-proficient students with IEPs grades 4–8 who have made their growth targets will increase from 24% to 48% in reading and from 14% to 30% in mathematics. On the Fall 2011 reading and mathematics NWEA MAP, the percentage of grade 9 IEP students who meet or exceed their growth targets will increase from 47% to 53% in reading and from 53% to 59% in mathematics, and the percentage of grade 10 IEP students who meet or exceed their growth targets will increase from 27% to 37% in both reading and mathematics.

Objectives

- Create a shared understanding of mathematics and reading Power Standards among K–12 special and regular educators in order to implement them faithfully and consistently.
- Develop and implement targeted instruction models in math and reading for students with IEPs, incoming kindergarteners and other at-risk students, with particular attention to students transitioning from one level to the next (pre-K–K, K–1, 5–6, and 8–9).

5. Implement, Monitor and Evaluate:

Year two of the Focused Monitoring process will be the implementation year for the district's action plan. Individual Schools in Need of Improvement in the district will incorporate the action plan into their SINI plans. During year two, the team will evaluate the implementation of the action plan.

In order to achieve the Focused Monitoring Action Plan goal and objectives, some restructuring will be necessary at all levels. Some highlights include:

- Birth-to-5 initiative (*see Appendix D*)
- Identification and implementation of Power Standards in Math and Reading
- Flexible grouping in reading instruction
- Math co-teaching models (special and regular education)
- Double-dosing of math and literacy instruction to enable catch-up growth
- Broaden the use of Professional Learning Communities (PLCs) for data-driven decision-making
- Professional development in assessment and instructional strategies
- Formulation of a district RTI plan

Methods of Communicating the Work to the School Board and Community

A Newfound Area School Board representative served on both the leadership and achievement teams for Focused Monitoring, and has reported out on the process to the School Board on a monthly basis. Near the conclusion of year one of the Focused Monitoring process, he devoted an entire school board Planning and Dialogue session to the subject.

An episode of the district public relations local-access television show *School Matters* on the topic of Focused Monitoring is planned. Other methods of communicating to the public will be used as well.

Research Reviewed

Data

- Focused Monitoring readiness survey results
- NECAP, NWEA, DIBELS results

Books

- *Annual Growth, Catch-Up Growth*, by Lynn Fielding, Nancy Kerr, and Paul Rosier (2007)
- *Extraordinary Parents*, by Lynn Fielding (2009)

Articles

- *Schools Moving Up, Turnaround Schools* (Summer 2005) Educational Leadership, 62 (online only). Copyright 2005 by WestEd.
- *Response to Intervention in Secondary Schools*, Principal's Research Review, Vol 5, issue 2, March 2010
- *The Safety Net Curriculum*, by Douglas Reeves
- *Power Standards for the Middle Grades*, Douglas Reeves

4. IEP Review Summary

Dates of NHDOE Focused Monitoring Compliance and IEP Reviews:

November 15, 17-19 & 30, 2010; January 25, 2011

Date of Report:

March 10, 2011

Introduction

The compliance component of the NHDOE Focused Monitoring Process includes both an internal and external review of Special Education data directly linked to compliance with state and federal Special Education rules and regulations. Data gathered through the various compliance activities is reported back to the school's Achievement Team, as well as the NHDOE, Bureau of Special Education. This is for the purpose of informing both the district and the NHDOE of the status of the district's Special Education compliance with required special education processes, as well as the review of data related to programming, progress monitoring of students with disabilities, and alignment of Special Education programming with the curriculum, instruction and assessment systems within the school district.

Data Collection Activities

As part of the NHDOE Focused Monitoring Process a Special Education compliance review was conducted in the Newfound Area School district on November 15, 17-19 & 30, 2010; January 25, 2011. Listed below is the data that was reviewed as part of the compliance review, all of which are summarized in this report.

- Review of randomly selected IEPs
- Review of LEA Focused Monitoring Compliance Application including:
 - Special Education Policy and Procedures
 - Special Education staff qualifications
 - Program descriptions
- Review of all district Special Education programming
- Review of Out of District Files
- When appropriate, review of student records for students with disabilities who are attending Charter Schools
- Review of parent feedback collected through the Focused Monitoring data collection activities
- Review of requests for approval of new programs, and/or changes to existing programs

SUMMARY OF FINDINGS

IEP Review Process: Conducted on November 15, 17-19 & 30, 2010:

As part of the compliance component of Focused Monitoring, the NHDOE worked in collaboration with the Newfound Area School District to conduct reviews of student IEPs. The IEP Review Process has been designed by the NHDOE to assist teams in examining the IEP for educational benefit, as well as determine compliance with state and federal Special Education rules and regulations. The review is based on the fact that the IEP is the foundation of the Special Education process.

As required by the IEP review process, general and special educators in the Newfound Area School District were provided with a collaborative opportunity to review ten IEPs that were randomly selected to determine if the documents included the following information:

- Student's present level of performance
- Measurable annual goals related to specific student needs
- Instructional strategies, interventions, and supports identified and implemented to support progress toward measurable goals
- Assessment (formative and summative) information gathered to develop annual goals and to measure progress toward annual goals
- Accommodations and/or modifications determined to support student access to the general curriculum instruction and assessment
- Evidence of progress toward key IEP goals and the documented evidence of student gains over a three year period
- Transition plans that have measurable postsecondary goals (for youth aged 16 and above)
- Evidence of required documentation for preschool programming (for children ages 3-5)

The intended outcome of the IEP Review Process is not only to ensure compliance, but to also develop a plan for improved communication and collaboration between general and special educators, parents and students in the development, implementation and monitoring of IEPs.

Building/District Summary of IEP Review Process

Conclusions/Patterns Trends Identified Through IEP Review Process:

How has this process informed future plans for improving the writing of student IEPs?

1. Goals will be written in measurable terms; targets will be based on baseline data that will be included in the goals' present levels of performance or in the goals themselves.
2. See Suggestions section below as generated by Team members during the IEP Reviews.

Describe how individual student performance information is conveyed from grade to grade/school to school:

1. Next year's teacher attends the IEP meeting in the spring.
2. Special education and general education teachers meet at the end of the school year and/or before the school year begins to discuss students.
3. Student work and assessment portfolios are passed on each year. Incoming teachers do file reviews.
4. All personnel receive copies of the IEPs before school starts each year.
5. Files are reviewed.
6. Transitions from elementary school to middle school start with the middle school team attending the IEP meeting (including the parents) prior to beginning middle school.
7. Results of NWEA testing are provided to next year's teachers.

How will the district further explore the factors that have impacted poor scores for individual students on state assessments?

1. Teach helpful test-taking strategies.
2. Align classroom assessments with NECAP vocabulary, directions and formats.
3. Assure accommodations are carefully considered and their implementation monitored.

Strengths and suggestions identified related to IEP development/progress monitoring and services:

Strengths:

- Student involved/led parent conferences are in place in the elementary schools where students, teachers and parents are involved in individual goal-setting for the student.
- Comprehensive transition processes are in place from Early Intervention to preschool, grade to grade and school to school. In particular between elementary and middle school, students prepare Power Points articulating three things they want their teachers to know about them, and Mid-Step Adventure Day is held during which the elementary and middle school bands join to perform a concert.
- There is an outstanding organizational system in place in the high school to assure that students engage in a variety of transition planning activities at the appropriate times.
- There is a dedicated school-to-work faculty member at the High School.
- High School competencies have been developed in all content areas, including special education.
- Retention of related service providers builds a knowledge base, reassures parents and assists students in transitions.
- Availability and use of outside consultants/resources is commendable and supports teacher learning and customized programming for students with more complex needs.
- Effective use of internal resources.
- Strong collaboration was evident between general and special educators.
- Parent access to grades via web2school.

Suggestions:

(* Indicates finding of non-compliance)

1. Present Levels of Academic and Functional Performance, page 2 of the IEP:
 - Include NECAP and NWEA results. Although, as summative assessments they should not be used to measure progress on annual goals, the students' performance as compared to the performance of the average age/grade peers should be noted.
 - Provide more detail: students' interests and strengths, student generated goals, students' progress/growth, functional needs, and the most current assessment data used to assess present levels and develop the IEP (including DIBELs, WADE, DRA, classroom based assessments and observations, videos, objective/rubric based performance measures, etc.).
 - For students who are engaged in transition planning activities, include information gained from the process.
 - Rewrite the students' profiles annually to reflect changing expectations as they proceed up the grades and any changes in how the students' disabilities affect the involvement and progress in general curriculum and in non-academic areas. Information from current classroom teachers can be incorporated. Baseline data from which to measure progress must be included in all goals.
 - Refine the process of soliciting **parent input** for the IEP. Include/update the parent concerns section annually. If parents have no concerns or do not respond when asked, note this.
2. IEP Goals:
 - *Baseline data from which to measure progress must be included in all goals (or in the present level of performance) in order to establish targets and measure progress.
 - * Post-secondary transition goals must be written in measurable terms.
 - Base annual goals on an analysis of a variety of data, including student input where appropriate. This will allow: the meaningful use of classroom assessments to set goals and measure progress, the alignment of expectations to the grade level/span expectations (Creative Curriculum at the preschool level), and clarification as to whether the goals are addressing root causes.
 - Use comparative data over time to assure rigor and high expectations are resulting in adequate student learning.
 - Strengthen the connection between the related services goals and classroom expectations; consider developing rubrics to establish and measure goals.
3. Distinguish between accommodations and modifications; do not rely on the EazyIEP dropdown items, as they are frequently listed in the wrong category.
4. Progress Reporting and Monitoring:
 - Include any rubrics in the IEP that are used to measure progress on goals. Consider developing social/behavioral rubrics to establish and monitor social/behavioral goals; e.g. the High School may use of the school-wide NRHS Social and Civic Expectations Rubric.
 - IEP Report Cards, generated from EazyIEP are not very informative; graphs, charts and narratives amended to the Report in order to provide specific, meaningful, and understandable information on the child's progress that is easily understood by a broad audience, including parents, students and teachers.
 - At IEP Report Card periods, consider whether or not progress is being made toward meeting annual goals and revise/amend the IEP to reflect any necessary changes. IEP goals should reflect the previous year's progress.
 - Include where progress will be monitored, e.g. in classroom, pull-out, etc.

- Pay closer attention to comparative data over time to determine whether students are making meaningful growth (i.e. accelerated/ “catch-up growth”).
- 5. Provide explanations as to why students are removed from the general education classroom, not just what they will be doing and/or where they will be going.
- 6. *Post-Secondary Transition Planning:
 - Include all coursework for all four years of high school; these may be revised if necessary.
 - Develop a process to obtain parents’ prior consent when inviting outside agencies to transition planning meetings.
 - Develop a process to document that students are invited to attend their IEP meetings when discussing post-secondary transition.
 - The High School should consider sharing the post-secondary transition planning system they use, working together to identify areas that may be introduced at the Middle School level.
- 7. Maintain records of delivery of special education services.
- 8. Assure all supports and services in the IEPs reflect students’ progress.
- 9. Provide parent education on topics related to promoting student learning.
- 10. Present an informational session to the community regarding the preschool program.
- 11. Elementary Principals would benefit from visiting the preschool program.

District Wide Commendations

1. Staff is dedicated, skilled, and flexible; they are committed and clearly care about the welfare of their students. There is a strong culture of collective responsibility and continuous improvement among all staff.
2. Creative problem solving approaches were evident when meeting students’ needs.
3. There is strong administrative support and understanding of special education.
4. Efforts have been made to provide access to core instruction for students with IEPs.
5. Interventions and supports are available to all students in need.
6. Evidence was seen of strong classroom supports and accommodations in the general education settings.

LEA Focused Monitoring Compliance Application:

As part of the Focused Monitoring data collection activities, the LEA Plan, which includes Special Education procedures, was reviewed. In addition, personnel rosters were submitted to verify that staff providing services outlined in IEPs are qualified for the positions they hold. Also, program descriptions were reviewed and verified.

- All special education policy and procedures were reviewed and determined to be in compliance.
- Review of the Personnel Roster shows all staff are appropriately certified for the positions they hold.

Out-of-District File Review conducted on January 25, 2011:

As part of the NHDOE Focused Monitoring, a random review of student records was conducted for children with disabilities who are placed out of district. In order to review these student files,

the NHDOE has developed and utilizes a checklist of compliance indicators aligned with state and federal special education rules and regulations.

Based on the review of three randomly selected student records, the Out-of-District Findings of Noncompliance are included in the Findings of Non-Compliance Identified as a Result of the NHDOE Compliance and IEP Review Visits, listed below.

Commendations from the Out-of-District File Review

- The files were well-organized and easy to navigate.
- The Student Services Administrator attends to the needs of students in out of district placements and makes every effort to plan for transitions to less restrictive environments.

Students with Disabilities Attending Charter Schools

There are no students with disabilities attending charter schools at this time.

Requests for Approval of New Programs and/or Changes to Existing Programs

As part to the Focused Monitoring Compliance Component, the NHDOE reviews all requests for new programs in the district, and/or requests for changes to existing programs. However, no changes to existing programs or requests for new programs were made at this time.

<i>Building/District Summary of IEP Review and Out-of-District File Review Processes</i>	
Preschool	1
Elementary school	5
Middle school	3
High school, below age 16	2
High school, age 16 or above	2
Total number of IEPs reviewed	13

Findings of Non-Compliance Identified as a Result of the NHDOE Compliance and IEP Review Visits:

As a result of the ten IEPs that were selected for the IEP Reviews on November 15, 17-19 & 30, 2010, the following findings of noncompliance were identified:

Ed 1109.01 (a) (1); CFR 300.320 (a) (2) (i)

Not all annual goals were written in measurable terms; baselines from which goals were to be measured were frequently omitted from the goals or the present levels of performance.

Ed 1109.01 (a) (1); CFR 300.320 (b) (1) (2) Transition services.

IEPs written for students turning 16 must include--

(1) Appropriate measurable postsecondary goals based upon age appropriate transition assessments related to training, education, employment, and, where appropriate, independent living skills.

- The post-secondary IEP goals were not written in measurable terms, but were expressed as the student's interests.

Ed 1103.01 (a); CFR 300.321 (b) (1) (3) IEP Team; Transition services participants.

(1)The public agency must invite a child with a disability to attend the child's IEP Team meeting if a purpose of the meeting will be the consideration of the postsecondary goals for the child and the transition services needed to assist the child in reaching those goals under §300.320(b).

- The meeting invitation did not include the student's name. However, the IEP indicated that the student had attended the meeting.

As a result of the three IEPs that were selected for the Out-of-District File Reviews on January 25, 2011 the following findings of noncompliance were identified:

Ed 1108.01; CFR 300.306 Determination of Eligibility

At least one certified educator of suspected disability must be present when making a decision about evaluations. (1 record)

Ed 1109.01 (a) (1); CFR # 300.320 (a) (2) (i) Individual Education Plan

IEPs must have annual goals written in measurable terms, including baselines (in the goal or present level of performance) and targets. (3 records)

Ed 1103.01 (a) IEP Team

The IEP Team must be composed of the required team members. (1 record)

Ed 1109.03 (j); CFR 300.324 Transition Services

Transition services shall be monitored by LEA personnel, on no less than a weekly basis. (1/1 record)

In addition, copies of student schedules were not present in two of the files to assist in determining whether they have access to the general education curriculum.

Please Note: These findings of non-compliance will need to be addressed in a corrective action plan and met within one year of the date of the report; a template is located at the end of this summary.

Conclusions:

Throughout the IEP review process it was readily apparent that the staff and administration in the Newfound Area School District are responsive to student needs and are supportive of each other in working with students with IEPs. The Focused Monitoring IEP Review Process was well planned, organized and supported by the administration and building staff. The staff, the Director of Student Services and the elementary school principals actively participated in the reviews. All were well prepared and used the opportunity as job embedded professional development. It was evident that they were open to the review process and were eager to discuss best practices regarding IEP development and monitoring. The results of this review are accurate and realistic and many are already being addressed or implemented by the Newfound Area School District.

5. Action Plan:

The Focused Monitoring Action Plan (*see below and on the following pages*) is intended to describe the specific Goals, Objectives and Strategies that will be implemented as a result of the year long FM Planning Process. This strategic process serves as ‘roadmap’ for advancing the learning for all students while projecting the specific strategies that will address the achievement gap between students with unique learning challenges and abilities and their peers. The plan is designed as a document that can be reviewed and revised as necessary throughout the implementation year.

NEWFOUND AREA SCHOOL DISTRICT FOCUSED MONITORING ACTION PLAN

MEASURABLE STUDENT LEARNING GOAL

On the Fall 2011 reading and mathematics NECAP, the percentage of non-proficient students with IEPs grades 4–8 who have made their growth targets will increase from 24% to 48% in reading and from 14% to 30% in mathematics. On the Fall 2011 reading and mathematics NWEA MAP, the percentage of grade 9 IEP students who meet or exceed their growth targets will increase from 47% to 53% in reading and from 53% to 59% in mathematics, and the percentage of grade 10 IEP students who meet or exceed their growth targets will increase from 27% to 37% in both reading and mathematics.

NEWFOUND AREA SCHOOL DISTRICT FOCUSED MONITORING ACTION PLAN

OBJECTIVE #1: Create a shared understanding of mathematics and reading Power Standards among K-12 special and regular educators in order to implement them faithfully and consistently.

STRATEGIES/ ACTIVITIES	ESTIMATED RESOURCES Budget, Human Resources, Materials	PERSON(S) RESPONSIBLE Leader and Participants	TIMELINE Begin/End	MONITORING OF IMPLEMENTATION Evidence		EVALUATING RESULTS Evidence of Effectiveness	
				What & by whom	When	What & by whom	When
Choose and unpack the essential power standards that each student must know at each grade level in reading and math (simultaneous with strategy below)	Subs for release time Consultant	Administrators, District Power Standards Team	August 2011- June 2012	Power Standards team trained	12/1/11	Final product. Leadership Team FM Technical Assistants	Quarterly
				Rough draft written Vertically aligned Final draft written	3/1/12 6/1/12 8/31/12		
Align current curriculum to power standards	Time/\$/planning for PD Subs for release time; Summer project time.	Administrators, District Power Standards Team	August 2011- June 2012	Scope & sequence document	6/1/12	Final product. Leadership Team FM Technical Assistants	Quarterly
Identify, develop and implement assessments based on power standards.	Time/\$/planning for PD Subs for release time; Summer project Time	Administrators, District Power Standards Team	August 2012- June 2013	Scope & sequence document	6/1/13	Final product. Leadership Team FM Technical Assistants	6/1/13

NEWFOUND AREA SCHOOL DISTRICT FOCUSED MONITORING ACTION PLAN

OBJECTIVE #2: Develop and implement targeted instruction models in math and reading for students with IEPs, incoming kindergarteners and other at-risk students, with particular attention to students transitioning from one level to the next (pre-K-K, 5-6, and 8-9).

STRATEGIES/ ACTIVITIES	ESTIMATED RESOURCES Budget, human, materials	PERSON(S) RESPONSIBLE leader and participants	TIMELINE begin/end	MONITORING OF IMPLEMENTATION evidence		EVALUATING RESULTS evidence of effectiveness	
				What & by whom	When	What & by whom	When
Add a co-taught high school math skills class to provide for double dosing of IEP students at the 3 rd -4 th grade level in math	Materials and manipulatives	Principal Math chair Teachers	August 2011- June 2012	Principal, math and special ed dept FM Leadership Team and TAs	Every 5 weeks Quarterly	NWEA growth targets met FM Leadership Team and TAs	Fall 2011, Spring 2012 Quarterly
Birth to 5 Initiative	DOE Grant 21 st C. Grant Committees Title I \$, Imagination Library funding, Kindergarten Connection Day costs	Birth to 5 Council Subcommittees	5/21/11 to 6/12	Committee chairs FM Leadership Team and TAs	Quarterly Quarterly	Kindergarten first-two-weeks –of – school assessment data, comparative data between participants and non-participants. FM Leadership Team and TAs	Quarterly Quarterly
PD in Instructional Strategies (RTI, DI, Intentional Teaching)	Contractual PD allowance, district PD funds, federal funds, grant funds	Principals, Teachers, Interventionists, Paraprofessionals	June 2011 to June 2012	PD form data Principals, PD Council FM Leadership Team and TAs	On-going (as needed) Quarterly	NWEA, DIBLS NECAP HS Competencies Elementary benchmarks Teacher observations FM Leadership Team and TAs	2-3 times/yr Annually Quarterly Trimestrially 1-2 times/yr Quarterly

OBJECTIVE #2 Continued

STRATEGIES/ ACTIVITIES	ESTIMATED RESOURCES Budget, human, materials	PERSON(S) RESPONSIBLE leader and participants	TIMELINE begin/end	MONITORING OF IMPLEMENTATION evidence		EVALUATING RESULTS evidence of effectiveness	
				What & by whom	When	What & by whom	When
Increase in direct reading instruction for at-risk students and students with IEPs NWEA, DIBELS: any student below the 40 th percentile should be considered All students with an IEP Other available data (e.g. DRA, selection tests, anecdotal notes to triangulate for decision-making)	Supplies per building (FM grant)	Principal, Reading Specialist, Special Educator, classroom teachers	August 2011-June 2012	List of identified students (how identified, interventions used) Principal, Reading Specialist, Special Educator, classroom teachers	Quarterly	40% of students receiving interventions will be discontinued based on better-than-40 th -percentile scores on NWEA & DIBELS	June 2012
				FM Leadership Team and Technical Assistants	Quarterly	FM Leadership Team and Technical Assistants	Quarterly
Link IEP goals to the general education curriculum/power standards	SPED consultant	Superintendent, Director of Special Ed, principals, classroom teachers	August 2011-August 2012	IEP review process during case manager PLC Director of Special Ed	Monthly	IEP goal data analysis NWEA results NECAP results Building principals	Annually 2-3 times/yr Spring 2013
				FM Leadership Team and Technical Assistants	Quarterly	FM Leadership Team and Technical Assistants	Quarterly

OBJECTIVE #2 Continued

STRATEGIES/ ACTIVITIES	ESTIMATED RESOURCES Budget, Human Resources, Materials	PERSON(S) RESPONSIBLE Leader and Participants	TIMELINE Begin/End	MONITORING OF IMPLEMENTATION Evidence		EVALUATING RESULTS Evidence of Effectiveness	
				What & by whom	When	What & by whom	When
Define RTI at the Middle and High Schools	Team Leaders, SPED staff, Administration, Guidance Personnel District RTI Document	District RTI committee (with representatives from each building), building intervention/student concerns teams	August 2011- June 2012	RTI models defined	January 2012	Students receiving services as a result of building-specific strategies Reading specialist, Special ed teachers, classroom teachers FM Leadership Team and Technical Assistants	Quarterly
				Document the student, the intervention, and the results Reading specialist, Special ed teachers, classroom teachers FM Leadership Team and Technical Assistants	Quarterly Quarterly		
Use the NWEA/MAP data at the high school	Time for PD/data mining NWEA trainers	SPED team, classroom teachers	August 2011- June 2012	Teacher PD form data Growth targets for each student	Annually	Data on growth targets	June 2012
				FM Leadership Team and Technical Assistants	Quarterly	FM Leadership Team and Technical Assistants	Quarterly

Appendix A: Data collection portion of NASD Professional Development Master Plan

NEWFOUND AREA SCHOOL DISTRICT—SAU #4

Professional Development Master Plan—Data Collection, Interpretation, and Use

Data/Information	Method of Collecting	People Who Will Use and Analyze Data	Schedule	What To Do With Data
<ul style="list-style-type: none"> • NECAP Grades 3-11 	<ul style="list-style-type: none"> • Computer Generated 	<ul style="list-style-type: none"> • RtI Teams, Child Study Teams, SINI Teams, NMMS Building Leadership • Team, NRHS 	<ul style="list-style-type: none"> • Testing is given in the Fall; results should be in by February 	<ul style="list-style-type: none"> • All data will go to the Data Leadership Team—data will be inputted onto the student's Data Dashboard profile
<ul style="list-style-type: none"> • Portfolios • Digital Portfolios • STAGE Plans (STudent Assessment & Growth Evaluation) 	<ul style="list-style-type: none"> • Conversation with student • Self-Reflection Parent Input Teacher documentation • Surveys 	<ul style="list-style-type: none"> • Any staff member may submit a reflection of student growth • An appointed staff member (ICT and Computer Teachers) will be responsible to organize, compile and present a final portfolio • Any staff member will have access to review and analyze the information in the portfolio 	<ul style="list-style-type: none"> • Ongoing throughout the year 	<ul style="list-style-type: none"> • Portfolio will provide information to enhance student learning. • Will help Teams in giving guidance to each student's needs throughout the school community

Data/Information	Method of Collecting	People Who Will Use and Analyze Data	Schedule	What To Do With Data
<ul style="list-style-type: none"> NWEA-MAP (Reading and Math) 	<ul style="list-style-type: none"> Computer Generated 	<ul style="list-style-type: none"> RtI Teams, Child Study Teams, SINI Teams, NMMS Building Leadership Team, NRHS Leadership Team 	<ul style="list-style-type: none"> Twice a year (Fall & Spring) 	<ul style="list-style-type: none"> Data will be entered into Data Dashboard This information will help drive instruction
<ul style="list-style-type: none"> DIBELS & DRA (Elementary Level) 	<ul style="list-style-type: none"> Given by teacher or other staff member 	<ul style="list-style-type: none"> Teacher Literacy Specialist Parent Teams 	<ul style="list-style-type: none"> Minimum: Twice a year (Fall & Spring) Some students: Three times a year (Fall/Winter/Spring) 	<ul style="list-style-type: none"> Data will be entered into Data Dashboard This information will help drive instruction and student groupings
<ul style="list-style-type: none"> District Writing Prompts (Grades K-5 & 8) 	<ul style="list-style-type: none"> Literacy Council 	<ul style="list-style-type: none"> Literacy Council Teachers Teams 	<ul style="list-style-type: none"> Minimum: Once a year 	<ul style="list-style-type: none"> Data will be entered into Data Dashboard Prompt will be placed in student's portfolio This information will help drive instruction

Data/Information	Method of Collecting	People Who Will Use and Analyze Data	Schedule	What To Do With Data
<ul style="list-style-type: none"> • Grade Level Content Area Assessments (elem & middle) Course Competency Assessments and Senior Projects (high) 	<ul style="list-style-type: none"> • Published Curriculum Assessments and teacher created and department assessments (not limited to projects, tests, quizzes, reports...) 	<ul style="list-style-type: none"> • Teachers • Teams 	<ul style="list-style-type: none"> • Ongoing throughout the year 	<ul style="list-style-type: none"> • Teacher will use in grading and assessment of students' knowledge • This information should also drive instruction
<ul style="list-style-type: none"> • Classroom • Walkthrough Data 	<ul style="list-style-type: none"> • CWT Teachers performing walk through observations and recording on iTouch devices 	<ul style="list-style-type: none"> • All staff • PDC • CWT Team 	<ul style="list-style-type: none"> • Ongoing collection of data • Annual review of trends 	<ul style="list-style-type: none"> • Develop instructional goals and inform PD

APPENDIX B: NHDOE SPECIAL EDUCATION PROGRAM APPROVAL AND IMPROVEMENT PROCESS
CORRECTIVE ACTION PLAN FOR FOCUSED MONITORING

SAU#: 04	NAME OF SAU: Newfound Area	SUPERINTENDENT: Marie Ross						
SPECIAL EDUCATION DIRECTOR: Judith Turk			DATE OF PLAN: 4/14/11					
SYSTEMIC FINDINGS OF NON-COMPLIANCE: Systemic Findings of Non-compliance are defined as systemic deficiencies that have been identified through the IEP Review Process, which are in violation of state and federal special education rules and regulations.								
The NHDOE, Bureau of Special Education, requires that all <u>Systemic</u> Findings of Non-compliance be corrected as soon as possible, but no later than one year from the final report date – BY MARCH 10, 2012 PLEASE NOTE: If applicable, <u>Child Specific</u> Findings of Non-compliance identified through the IEP Review Process and noted separately on the Assurance Form, are required to be resolved within 45 days.					For Use By Technical Assistant At Follow Up Visit			
FINDINGS OF NON-COMPLIANCE	CORRECTIVE ACTION	PERSON(S) RESPONSIBLE	EVIDENCE OF COMPLIANCE AND EVIDENCE OF IMPACT ON STUDENTS, AS APPROPRIATE	TIMELINE (Check appropriate columns below to indicate expected completion time for each activity.)				Date of follow up visit (or date of acceptance of evidence submitted to indicate correction):
				6/11	9/11	12/11	3/12	Note as Met, In Process or Not Met
				6/11	9/11	12/11	3/12	
Ed 1109.01 (a) (1); CFR 300.320 (a) (2) (i) Not all annual goals were written in measurable terms; baselines from which goals were to be measured were frequently omitted from the goals or the present levels of performance.	NWEA and other assessment data will be included in the Present Levels of Academic Achievement and Functional Performance on both the profile page and goal pages of the IEP, goals will be presented in measurable terms	Special Education Case Manager, Related Service Provider	IEP Documents, Progress Monitoring Data, NWEA, NECAP and District Progress Reports, Quarterly IEP Progress Reports Upon review of IEPs and progress reports, 100% of randomly selected IEPs will have measurable transition goals.			X		
ED 1109.01 (a) (1); CFR 300.320 (b) (1) (2) Transition services. IEPs written for students turning 16 must include--	Post secondary IEP goals will be written in measurable terms based on student interest inventories	Special Education Case Manager, Guidance Counselor,	IEP Document, Transition Folder, Post High School Surveys Upon review of IEPs			X		

SAU#: 04	NAME OF SAU: Newfound Area				SUPERINTENDENT: Marie Ross			
<p>(1)Appropriate measurable postsecondary goals based upon age appropriate transition assessments related to training, education, employment, and, where appropriate, independent living skills.</p> <ul style="list-style-type: none"> • The post-secondary IEP goals were not written in measurable terms, but were expressed as the student's interests. 	and interviews; baselines will be established	Vocational Services as appropriate	<p>and progress reports, 100% of randomly selected IEPs will have measurable transition goals.</p>					
<p>Ed 1103.01 (a); CFR 300.321 (b) (1) (3) IEP Team; Transition services participants.</p> <p>(1)The public agency must invite a child with a disability to attend the child's IEP Team meeting if a purpose of the meeting will be the consideration of the postsecondary goals for the child and the transition services needed to assist the child in reaching those goals under §300.320(b).</p> <ul style="list-style-type: none"> • The meeting invitation did not include the student's name. However, the IEP indicated that the student had attended the meeting. 	Send specific invitation to student, place copy in file	Special Education Case Manager, Administrative Assistant	Meeting invitation, file copy			X		

SAU: 04		NAME OF SAU: Newfound Area		SUPERINTENDENT: Marie Ross					
SAU#: 04		NAME OF SAU: Newfound Area				SUPERINTENDENT: Marie Ross			
Ed 1108.01; CFR 300.306 Determination of Eligibility At least one certified educator of suspected disability must be present when making a decision about evaluations. (1 record)		Meeting invitation listing participants of required certification Confirmation of attendance	Special Education Case Manager	Meeting Attendance, Evaluation Summary Team Agreement Sheet			X		
Ed 1109.01 (a) (1); CFR # 300.320 (a) (2) (i) Individual Education Plan IEPs must have annual goals written in measurable terms, including baselines (in the goal or present level of performance) and targets. (3 records)		Professional Development Opportunity(ies) to be offered re: writing IEPs NWEA, NECAP, Classroom data, updated information given as baseline with appropriate targets	Special Education Case Manager, Related Service Provider, Student Services Administrator (PD)	IEP Document Goals written in more specific measurable terms Upon review of IEPs and progress reports, 100% of randomly selected IEPs will have measurable transition goals.			X		
Ed 1103.01 (a) IEP Team The IEP Team must be composed of the required team members. (1 record)		Meeting invitation will ensure appropriate team members to be in attendance	Special Education Case Manager	Meeting attendance sign in sheet Participant input in meeting minutes			X		
Ed 1109.03 (j); CFR 300.324 Transition Services Transition services shall be monitored by LEA personnel, on no less than a weekly basis. (1/1 record)		Communication with receiving school personnel via e-mail or phone will become a standard weekly practice	Student Services Administrator (Out of District Coordinator), Receiving School official	Phone or e-mail log			X		

SUGGESTIONS FOR IMPROVEMENT: Suggestions for improvement, simply stated, are recommendations provided by the visiting team that are intended to strengthen and enhance programs, services, instruction and professional development. While the school or district is not held accountable for follow up on suggestions for improvement, the NHDOE strongly encourages the school or district to seriously consider the suggestions, determine which are most appropriate, and address those in the corrective action plan.					For Use By Technical Assistant At Follow Up Visit
SUGGESTIONS	IMPROVEMENT ACTIVITY	PERSON(S) RESPONSIBLE	EVIDENCE OF COMPLIANCE AND EVIDENCE OF IMPACT ON STUDENTS, AS APPROPRIATE	TIMELINE	Date of follow up visit (or date of acceptance of evidence submitted to indicate correction):
					Note as Met, In Process or Not Met
1. Present Levels of Academic and Functional Performance, page 2 of the IEP: <ul style="list-style-type: none"> • Include NECAP and NWEA results. Although, as summative assessments they should not be used to measure progress on annual goals, the students' performance as compared to the performance of the average age/grade peers should be noted. • Provide more detail: students' interests and strengths, student generated goals, students' progress/growth, functional needs, and the most current assessment data used to assess present levels and develop the IEP (including DIBELS, WADE, DRA, classroom based assessments and observations, videos, objective/rubric based performance measures, etc.). 	<ul style="list-style-type: none"> • Include NECAP and NWEA results under the Present Levels of Academic and Functional Performance on the IEP. • Provide more detailed information involving student interests, goals, progress, growth, functional needs and most current assessment data under the present levels performance page of the IEP. 	Case Manager	Page 2 of IEP	1/12	
		Case Manager	Page 2 of IEP	1/12	

<ul style="list-style-type: none"> For students who are engaged in transition planning activities, include information gained from the process. Rewrite the students' profiles annually to reflect changing expectations as they proceed up the grades and any changes in how the students' disabilities affect the involvement and progress in general curriculum and in non-academic areas. Information from current classroom teachers can be incorporated. Baseline data from which to measure progress must be included in all goals. Refine the process of soliciting parent input for the IEP. Include/update the parent concerns section annually. If parents have no concerns or do not respond when asked, note this. 	<p>Include information from high school transition student work packet in present levels.</p> <p>Revise student profiles annually with updated information regarding progress. Baseline data will also be updated.</p>	High School Case Manager	Present Levels Page of IEP	1/12	
		Case Manager	Present Levels Page of IEP	1/12	
	<p>Ensure parent input by placing "N/A" or other statement if parent does not respond</p>	Case Manager	Completion on IEP Page, Inclusion in Meeting Minutes	1/12	
<p>2. IEP Goals:</p> <ul style="list-style-type: none"> *Baseline data from which to measure progress must be included in all goals (or in the present level of performance) in order to establish targets and measure progress. * Post-secondary transition goals must be written in measurable terms. Base annual goals on an analysis of a variety of data, 	<p>Include baseline data on goal pages</p>	Case Manager, Related Service Provider	Goal pages of IEP	01/12/11	

<p>including student input where appropriate. This will allow: the meaningful use of classroom assessments to set goals and measure progress, the alignment of expectations to the grade level/span expectations (Creative Curriculum at the preschool level), and clarification as to whether the goals are addressing root causes.</p> <ul style="list-style-type: none"> • Use comparative data over time to assure rigor and high expectations are resulting in adequate student learning. • Strengthen the connection between the related services goals and classroom expectations; consider developing rubrics to establish and measure goals. 					
<p>3. Distinguish between accommodations and modifications; do not rely on the EazyIEP dropdown items, as they are frequently listed in the wrong category.</p>					
<p>4. Progress Reporting and Monitoring:</p> <ul style="list-style-type: none"> • Include any rubrics in the IEP that are used to measure progress on goals. Consider developing social/behavioral rubrics to establish and monitor social/behavioral goals; e.g. the High School may use of the 					

<p>school-wide NRHS Social and Civic Expectations Rubric.</p> <ul style="list-style-type: none"> • IEP Report Cards, generated from EazyleP are not very informative; graphs, charts and narratives amended to the Report in order to provide specific, meaningful, and understandable information on the child's progress that is easily understood by a broad audience, including parents, students and teachers. • At IEP Report Card periods, consider whether or not progress is being made toward meeting annual goals and revise/amend the IEP to reflect any necessary changes. IEP goals should reflect the previous year's progress. • Include where progress will be monitored, e.g. in classroom, pull-out, etc. • Pay closer attention to comparative data over time to determine whether students are making meaningful growth (i.e. accelerated/ "catch-up growth"). 					
<p>5. Provide explanations as to why students are removed from the general education classroom, not just what they will be doing and/or where they will be going.</p>	<p>Provide more specific information/details to clarify the reason for removal</p>	<p>Case Manager</p>	<p>IEP Page</p>	<p>01/12/11</p>	

<p>6.*Post-Secondary Transition Planning:</p> <ul style="list-style-type: none"> • Include all coursework for all four years of high school; these may be revised if necessary. • Develop a process to obtain parents' prior consent when inviting outside agencies to transition planning meetings. • Develop a process to document that students are invited to attend their IEP meetings when discussing post-secondary transition. 	<p>Enter basic coursework on Post Secondary</p> <p>Transition Planning Page for grades nine through twelve</p>	<p>Case Manager, Guidance Counselor</p>	<p>Transition Planning Pages of IEP</p>	<p>1/12</p>	
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